**Lesson Plan 2 – Cultures in the U.S**

**Teacher Candidate: M.J. Scharch Grade Level 3 Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

3S2.A. Elements of culture. 1. Analyze and describe elements of a multicultural setting; Role of the individual and groups in creating rules and laws to maintain order, protect citizens and provides services. B. Cultural Differences – 1. Identify and describe how individuals and groups share and borrow from other cultures. C. Conflict and Compromise 1. Analyze how groups of people interact.

SS6 - Reading, Writing and thinking process and skills to gain knowledge and understanding of politics, historical and current events…by framing questions and evaluating information from primary and secondary sources.

A. Read to learn and construct meaning...3-5 - 1. Use appropriate strategies and opportunities to increase understanding of social studies vocabulary.

E. Organize Social Studies Information…3-5 – 1 Organize information from non-print sources and 2 Organize information from print sources.

F. Analyze Social Studies Information. 3-5 – 1. Interpret information from primary and secondary sources, 2. Evaluate information… and 3. Synthesize information.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

The students will have already identified current issues that may require action, policy and/or change of policy. This included naming the potential groups/individuals who may be affected by the issue. They will have a specific issue they have already done some research on the historical events relevant to the issue.

**Student Learning Objective(s):** I

-Students will identify cultural groups in U.S. in the past and present.

-Students will describe similarities and differences between the groups (beliefs, language, motivations)

-Students will analyze what was integrated into the ‘American’ culture from the various groups.

-Students will describe the impact (conflicts(treatment)/merging/influence) the various cultures experienced between 1860s and present.

-Students will select a perceived inequity and propose a solution.

- Students will assess whether there are issues unresolved or new issues. (relates to previous lesson on Current Issues).

-Students will suggest how these issues could be addressed/resolved.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computers

Graphic Organizers

Web link list

Poster board

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Prompting Questions:**

**What are some of the cultural groups in America – Today and Yesterday?**

**What purpose did various immigrant groups serve in America’s history?** Chinese and Irish immigrants were vital to the project. [**http://teacher.scholastic.com/activities/immigration/index.htm#event16**](http://teacher.scholastic.com/activities/immigration/index.htm#event16) **Sample during Transcontinental Railroad building.**

**Why did people come to the U.S.? (Politics, safety, new life, forced)**

**Resources:**

[**http://memory.loc.gov/ammem/aaohtml/exhibit/aoover.html**](http://memory.loc.gov/ammem/aaohtml/exhibit/aoover.html)

<http://teacher.scholastic.com/activities/immigration/young_immigrants/>

<http://teacher.scholastic.com/activities/immigration/index.htm> (historical timeline) Sample below

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